

South Dakota Special Education Programs

On-Site Review Criteria Report

For Winner School District

Disproportionate Representation of Minority Students

State Performance Plan (SPP) Indicators 9 and 10

Closed 8/2008

Definitions and Process

Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Step 1	Preliminary Data Review	Preliminary data for districts flagged with disproportionate over-representation and/or under-representation based on race and ethnicity with respect to eligibility and/or placement will be submitted to districts in order to verify accuracy of data and re-submittal to Special Education Programs (SEP) for recalculation.
Step 2	Recalculated Data Results	<p><u>Non-flagged Districts:</u> Following verification and recalculation, any district not flagged with disproportionate over-representation and/or under-representation based on race and ethnicity is encouraged to use the criteria as a self-assessment tool.</p> <ol style="list-style-type: none"> Identify potential areas in need of improvement related to disproportionate representation of minority students and revise policies, practices and procedures as necessary to reflect compliance. Documentation of review of the policies, practices, and procedures with special education staff and evaluators. No submittal of information to SEP is required at this time. <p><u>Flagged Districts:</u> Following verification and recalculation, all districts still flagged with disproportionate over-representation and/or under-representation based on race and ethnicity with respect to eligibility and/or placement must go through an on-site review of the districts process to determine if appropriate identification is occurring.</p> <ol style="list-style-type: none"> Review team will review your policies, procedures and practices specific to the identified racial/ethnic group to determine if the identified practices within the Administrative Rules for South Dakota (ARSD) occur. Districts will be required to attend a training to focus on reviewing and implementing changes to practices, policies, and procedures that lead to disproportionate representation.
Step 3	After On-Site Review	<p><u>Flagged Districts - All Practices occur and are documented within policies:</u></p> <ul style="list-style-type: none"> No corrective action plan will be required. <p><u>Flagged Districts – Some Practices do not occur and are not documented within policies:</u></p> <ul style="list-style-type: none"> District will be found out of compliance and will identify the Corrective Action Plan activities that will target the specific practice and include timelines for completion. Submit an electronic copy of the Corrective Action Plan The district is responsible for implementing and completing the plan within one year upon written receipt of notification of review of improvement plan by SEP. A summary report of progress will be required at 4, 8, and 12 months to SEP.

Flagged Categories and Weighted Risk Ratios

School District Winner School District

Date Completed January 3, 2008

Indicator 9:

Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

If any category is flagged, an on-site review will be conducted.

Identified Racial/Ethnic Group and Weighted Risk Ratio:

Flagged	Ethnicity/Race Category	WRR
	White	
	Hispanic	
X	American Indian	2.62
	African American	
	Asian Pacific	

Indicator 10:

Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

If any category is flagged, an on-site review will be conducted. The following pages are the ARSD the district's procedures that will be reviewed.

Flagged	Ethnicity/Race Category
	White
	Hispanic
	American Indian
	African American
	Asian Pacific

Disability Category	WRR
AU	
ED	
CD	
OHI	
SLD	
SL	

As defined in ARSD 25:05:24:01

- **AU**—Autism (2-6)
- **ED**—Emotional Disturbance (16)
- **CD**—Cognitive Disability (11)
- **OHI**—Other Health Impairment (14)
- **SLD**—Specific Learning Disability (18-19)
- **SL**— Speech or Language Impairment (20-28)

Report Conclusion for Disproportionate Representation of Minority Students State Performance Plan (SPP) for Indicators 9 and 10

Disproportionate Representation Due to Inappropriate Identification

24:05:17:10. Overidentification and disproportionality. The department shall provide for the collection and examination of data to determine whether any inappropriate overidentification or significant disproportionality based on race and ethnicity is occurring in the state and in districts of the state with respect to:

- (1) The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in chapter 24:05:24.01;
- (2) The placement in particular educational settings of these children; and
- (3) The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

In the case of a determination of inappropriate overidentification or significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular settings of these children, the department shall provide for the review of and, if appropriate, revision of the policies, procedures, and practices used in the identification or placement to ensure compliance with the requirements of Part B of the Individuals with Disabilities Education Act; require any district identified under this section to reserve the maximum amount of funds allowable to provide comprehensive coordinated early intervening services to serve children in the district, particularly, but not exclusively, children in those groups that were significantly overidentified under this section; and require the district to publicly report on the revision of policies, practices, and procedures described under this section.

Based upon the results of the on-site review information provided below:

☒ **X** the district has disproportionate representation due to inappropriate identification

☐ the district is appropriately identifying students.

An on-site review was conducted on January 3rd, 2008 to review policies and procedures the Winner School District implements to identify children with disabilities. The on-site review included a review of data, student file reviews and interviews with the district Special Education Director. A total of 24 student files were reviewed in all disability categories. The team concluded the district evaluation policies, procedures and practices need to be reviewed and implemented in a consistent manner for all students across all disability categories.

Factors specific to the district which may generate an increased number of American Indian students placed on the child count in any disability category are noted:

- In 9 student files the evaluation indicated on the prior notice did not match the actual evaluation administered;
- Educationally relevant medical findings on the multidisciplinary team report were consistently left blank;
- Evaluations not completed for students turning 6 on or before the 6th birthday.

On-site Review for Disproportionate Representation of Minority Students State Performance Plan (SPP) Indicators 9 and 10		
CHILD FIND/GENERAL EDUCATION INTERVENTION (GEI)		
Policy, Practice and Procedure Practices	District in Compliance Y/N	No - Provide specific reference within the district's policies, practices and procedures in which this practice is not defined.
<p>24:05:22:01. District required to identify children in need of special education or special education and related services. Each school district shall develop and utilize a system for the identification, location, and evaluation of children in need of special education or special education and related services. The system must include all children residing within the jurisdiction of the district who are ages birth through 21 regardless of the severity of their disability, including children in all public and private agencies and institutions, private schools, including religious schools, and children receiving alternative instruction under SDCL 13-27-3 within the legal boundaries of the district. The requirements of this section apply to:</p> <p>(1) Wards of the state and highly mobile children with disabilities such as migrant children and homeless children; and</p> <p>(2) Children who are suspected of being children with disabilities under this article and in need of special education, even though they are advancing from grade to grade.</p>	Yes	

<p>24:05:22:02. Minimum procedures. At a minimum, a local school district's procedures for implementing its child identification system must include the following:</p> <p>(1) The name and title of the individual responsible for the coordination, implementation, and documentation of the system;</p> <p>(2) A written description of the district's annual public awareness campaign for informing the parents of children residing within the legal boundaries of the district and other interested parties located within the jurisdiction of the district, including all public and private agencies and institutions, private schools, including religious schools, and children receiving alternative instruction under SDCL 13-27-3;</p>	<p>Yes</p>	
<p>(3) The establishment of procedures for collecting, maintaining, and reporting current and accurate data on all child identification activities which must be ongoing and include children not currently enrolled in the public school education program. These procedures must be as follows:</p> <p>(a) In written form;</p> <p>(b) Contained in each district's special education comprehensive plan; and</p> <p>(c) Describe each child identification activity for which the district is responsible; and</p>	<p>Yes</p>	
<p>(4) A practical method of determining which children are currently receiving needed special education or special education and related services.</p> <p>Documentation supporting the implementation of a local school district's child identification system shall be maintained by the district for review by Office of Special Education staff during on-site monitoring visits and must include annual child count data submitted to the division for approval.</p>	<p>Yes</p>	
<p>ARSD 24:05:22:03. Certified child. A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.</p>	<p>NO</p>	<p>Through file reviews, the monitoring team determined two students files did not contain evaluation information to support the disability category. In student file # 9, the multidisciplinary team report dated 10-10-07, indicated the student had a specific learning disability. However, the student needed to score 75 or below to meet the criteria for a specific learning disability. No scores on the achievement test were 75 or below. In addition, the child turned 6 years of age on 6-25-07, eligibility was not determined until 10-10-07. In student file #13, (DOB 8-03-1997) a comprehensive</p>

		evaluation included the WISC IV (SS97), Woodcock Johnson III, and the OWLS (SS105). Based on the scores, the student is not eligible for special education in the area of speech and language.
<p>24:05:24:01. Referral. Referral includes any written request which brings a student to the attention of a school district administrator (building principal, superintendent, or special education director) as a student who may be in need of special education. A referral made by a parent may be submitted verbally, but it must be documented by a district administrator. Other sources of referrals include the following:</p> <ul style="list-style-type: none"> (1) Referral through screening; (2) Referral by classroom teacher; (3) Referral by other district personnel; (4) Referral by other public or private agencies; and (5) Referral by private schools, including religious schools. 	Yes	
<p>24:05:24:02. Duties of a district after referral. Upon receiving a referral the school district shall conduct an informal review or may proceed with the evaluation process. An informal review includes a conference, if appropriate and necessary, either in person or by telephone, with the person making the referral and a review of the student's school record.</p>	Yes	
<p>24:05:24:03. Duties of a district after informal review. If, after an informal review arising from a parental referral, the district determines that no evaluation is necessary, the district shall inform the parents of its decision and the reasons for the decision. It shall also inform the parents of their due process rights.</p> <p>If after informal review, the district determines that further evaluation is necessary, the district shall conduct a full and individual evaluation with the consent of the parents.</p>	Yes	
<p>24:05:24:04. Documentation of referrals not evaluated. All referrals of students that do not result in evaluation must be documented by the district.</p>	Yes	
<p align="center">NO: Provide Improvement Plan Activities (Activities must be included if the district has been identified as having a disproportionate representation of minority students AND a practice has been identified as not occurring).</p>		

Corrective Action: Document the specific activities and procedures that will be	Timeline for	Person(s)	(SEP Use Only)
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implemented and the data/criteria that will be used to verify compliance.	Completion	Responsible	Date Met
Activity/Procedure: ARSD 24:0522:03. Certified child. Technical assistance in the area of eligibility determination and IEP will be provided to all special education staff for students turning 6 years of age.	April 20, 2008	Special Education Staff	April 23, 2008
Data Collection: The district must submit to SEP an agenda including time, date, presenter(s) and a list of all special education staff in attendance.			Met
The district will submit data (chart) to SEP for all students turning 6 between January 3rd and May 31, 2008 to show evaluation administered, eligibility and IEP date were completed on or before the child's 6th birthday.			August 4, 2008

3 month Progress Report: Completed

6 month Progress Report: Completed in full.

9 month Progress Report:

On-Site Review for Disproportionate Representation of Minority Students State Performance Plan (SPP) Indicators 9 and 10		
EVALUATION PROCEDURES		
Policy, Practice and Procedure Practices	District in Compliance Y/N	No - Provide specific reference within the district's policies, practices and procedures document in which this practice is not defined.
24:05:25:03.04. Evaluation procedures -- Notice. The school district shall provide notice to the parents of a child with a disability, in accordance with this article, that describes any evaluation procedures the district proposes to conduct.	Yes	When completing the prior notice for evaluation, the district did not list the types of tests to be administered. The statement read as follows: The district will administer various ability tests.....
24:05:30:05. Content of notice. The notice must include the following: (1) A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any other options the IEP team considered and the reasons why those options were rejected; (2) A description of each evaluation procedure, assessment, record, or report that the district uses as a basis for the proposal or refusal; (3) A description of any other factors which are relevant to the district's	No	

<p>proposal or refusal;</p> <p>(4) A statement that the parents of a child with a disability have protection under the procedural safeguards of this article and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and</p> <p>(5) Sources for parents to contact to obtain assistance in understanding the provisions of this article.</p>											
<p>24:05:25:06. Reevaluations. A school district shall ensure that a reevaluation of each child with a disability is conducted in accordance with this chapter if the district determines that the educational or related service needs, including improved academic achievement and functional performance of the child, warrant a reevaluation, or if the child's parents or teacher requests a reevaluation.</p> <p>A reevaluation conducted under this section may occur not more than once a year, unless the parent and district agree otherwise, and must occur at least once every three years, unless the parent and the district agree that a reevaluation is unnecessary.</p> <p>Reevaluations must be completed within 25 school days after receipt by the district of signed consent to reevaluate unless other time limits are agreed to by the school administration and the parents consistent with § 24:04:25:03.</p> <p>Each school district shall follow the procedures under § 24:05:25:04.02 when reevaluating a student for the additional purposes of:</p> <p>(1) Determining whether the child continues to have a disability and determining the educational needs of the child;</p> <p>(2) Determining the present levels of academic achievement and related developmental needs of the child;</p> <p>(3) Determining whether the child continues to need special education and related services; and</p> <p>(4) Determining whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.</p> <p>If no additional data are needed to determine continuing eligibility and the child's educational needs, the district shall notify the parents of that determination and reasons for it and of the right of the parent to request an assessment, for purposes of determining the child's educational needs under this article, and to determine continuing eligibility. The school district is not required to conduct an assessment unless requested to do so by the child's parents. However, a school district shall follow the procedures in this chapter before determining that the child</p>	<p>NO</p>	<p>In student files 6, 7 and 9, the student was not determined eligible for special education on or before the child's 6th birthday. The following is a list of student file number, date of birth and date eligibility was determined.</p> <table border="1"> <tr> <td>#6</td><td>2-10-2002</td><td>11-6-2007</td></tr> <tr> <td>#9</td><td>6-25-2002</td><td>10-10-2007</td></tr> <tr> <td>#7</td><td>2-6-2001</td><td>5-02-2007</td></tr> </table>	#6	2-10-2002	11-6-2007	#9	6-25-2002	10-10-2007	#7	2-6-2001	5-02-2007
#6	2-10-2002	11-6-2007									
#9	6-25-2002	10-10-2007									
#7	2-6-2001	5-02-2007									

<p>is no longer a child with a disability. The evaluation procedures described in this chapter are not required before the termination of a child's eligibility under this article due to graduation from a secondary school with a regular high school diploma, or exceeding the age eligibility for FAPE.</p>		
<p>ARSD 24:05:25:04. Evaluation procedures -- General. School districts shall ensure, at a minimum, that evaluation procedures include the following:</p> <p>(1) Assessments and other evaluation materials are provided and administered in the child's native language or by another mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. In addition, assessments and other evaluation materials:</p> <p>(a) Are used for the purposes for which the assessments or measures are valid and reliable; and</p> <p>(b) Are administered by trained and knowledgeable personnel in conformance with the instructions provided by their producer;</p>	<p>Yes</p>	

(2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;	Yes	
(3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment accurately reflects the child's aptitude or achievement level or whatever other factors the assessment purports to measure, rather than the child's impaired sensory, manual, or speaking skills except where those skills are the factors which the assessment purports to measure;	Yes	
(4) No single measure or assessment is used as the sole criterion for determining eligibility or an appropriate educational program for a child;	Yes	
<p>(5) A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parents, that may assist in determining:</p> <ul style="list-style-type: none"> (a) Whether the child is a child with a disability; and (b) The content of the child's IEP, including information related to enabling the child: <ul style="list-style-type: none"> (i) To be involved in and progress in the general education curriculum; or (ii) For a preschool child, to participate in appropriate activities; 	No	<p>In student file #7, the prior notice indicated evaluation in gross and fine motor and articulation and none were administered. In addition, an ability test was administered however, it was not included on the prior notice. In student file #3, an adaptive behavior measure was administered, however, there was no consent. In student file #9, the VMI was administered without consent for evaluation. In student file #12, medical information was not brought forward on the prior notice. In student file #14, there was no functional assessment, no visual tests administered as per prior notice and the prior notice indicated "various visual, ability and intelligence to be given by the school psychologist....." In student file #9, no attention scales completed and no functional assessment. Parents and teachers indicated concerns about attention. In student file #17, no achievement test was administered for a child placed in the area of cognitive disability. In file #20, the prior notice did not bring forward information about a Aspergers diagnosis. In file #22, there was no consent for the Bender Gestalt.</p>

(6) Technically sound instruments, assessment tools, and strategies are used that: (a) May assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and (b) Provide relevant information that directly assists persons in determining the educational needs of the child;	Yes	
(7) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and	No	Refer to description under # 5 in this section above.
(8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with § 24:05:25:03.01, to ensure prompt completion of full evaluations.	No	Refer to description under #5 in this section above
24:05:25:02. Nondiscriminatory practices. Assessments and other evaluation materials used for the purpose of evaluation and placement of children with disabilities must be selected and administered so as not to be racially or culturally discriminatory.	Yes	
NO: Provide Improvement Plan Activities (Activities must be included if the district has been identified as having a disproportionate representation of minority students AND a practice has been identified as not occurring).		

Corrective Action: Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	Timeline for Completion	Person(s) Responsible	(SEP Use Only) Date Met
Activity/Procedure: ARSD24:05:25:06. Reevaluations The district will provide training for all special education staff in the area of evaluation procedures. Data Collection: The district will submit to SEP an agenda for the training, time, dates, presenter(s) and a list of staff in attendance.	April 20, 2008	Special education staff	April 23, 2008

3 month Progress Report: Completed

9 month Progress Report:

3 month Progress Report: Completed

6 month Progress Report: Completed

9 month Progress Report:

09/09/2008

	Compliance Y/N	district's policies, practices and procedures document in which this practice is not defined.
<p>24:05:25:04.03. Determination of eligibility. Upon completing the administration of assessments and other evaluation measures as required by this chapter, the individual education program team and other qualified individuals required by § 24:05:25:04.02 shall determine whether the student is a student with a disability, and shall determine the educational needs of the child, as defined in this article. The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. A student may not be determined to be a student with a disability if the determinant factor for that decision is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in ESEA, or lack of appropriate instruction in math or limited English proficiency and if the student does not otherwise meet the eligibility criteria under chapter § 24:05:24.01.</p>	No	Refer to information included under certified child.
<p>24:05:25:20. IEP team to evaluate, interpret, and explain. The IEP team is responsible for assuring that a child has been appropriately evaluated and that all evaluation data are interpreted and explained to parents.</p>	Yes	
<p>24:05:27:15.01. IEPs for student transfers within state. If a student with a disability transfers school districts within the same academic year, enrolls in a new school, and had an IEP that was in effect in the state, the school district shall provide the student with a free appropriate public education. This includes providing services comparable to those described in the previously held IEP, in consultation with the parents, until the school district adopts the previously held IEP or develops, adopts, and implements a new IEP that is consistent with federal and state law.</p>	Yes	
<p>24:05:27:15.02. IEPs for student transfers from another state. If a student with a disability, who had an IEP that was in effect in a previous school district in another state, transfers to a school district in South Dakota, and enrolls in a new school within the same school year, the new school district, in consultation with the parents, shall provide the child with FAPE, including services comparable to those described in the student's IEP from the previous school district, until the new school district:</p> <p>(1) Conducts an evaluation pursuant to chapter 24:05:25, if determined to be necessary by the new school district; and</p> <p>(2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in this chapter.</p>	Yes	

<p>24:05:27:15.03. Transmittal of records for student transfers. To facilitate the transition for a transfer student described in §§ 24:05:27:15.01 and 24:05:27:15.02:</p> <p>(1) The new school in which the student enrolls shall take reasonable steps to promptly obtain the student's records, including the IEP and supporting documents and any other records relating to the provision of special education and related services to the student, from the previous school in which the student was enrolled, pursuant to § 99.31(a)(2) of the federal Family Educational Rights and Privacy Act as amended to July 1, 2005; and</p> <p>(2) The previous school in which the student was enrolled shall take reasonable steps to promptly respond to the request from the new school.</p>	Yes	
<p align="center">NO – Provide Improvement Plan Activities (Activities must be included if the district has been identified as having a disproportionate representation of minority students AND a practice has been identified as not occurring).</p>		

Corrective Action: Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	Timeline for Completion	Person(s) Responsible	(SEP Use Only) Date Met
<p>Activity/Procedure: ARSD 24:05:25:04.03. Determination of eligibility. Refer to corrective action documented in ARSD 24:05:22:03. Certified child.</p> <p>Data Collection: Data collected in previous Corrective Action will meet the requirement for this section.</p>	April 20, 2008	Special education staff	April 23, 2008

3 month Progress Report: Completed

6 month Progress Report: Completed in full

9 month Progress Report:

<p align="center">On-Site Review for Disproportionate Representation of Minority Students State Performance Plan (SPP) 10 Specific Learning Disability</p>		
Specific Learning Disability Criteria		
Policy, Practice and Procedure Practices	District in Compliance	No - Provide specific reference within the district's policies, practices and procedures

09/09/2008

15

	Y/N	document in which this practice is not defined.
24:05:25:12. Documentation of eligibility for specific learning disabilities. For a child suspected of having a specific learning disability, the documentation of the determination of eligibility shall contain a statement of: (1) Whether the child has a specific learning disability;	Yes	
(2) The basis for making the determination, including an assurance that the determination has been made in accordance with this section;	Yes	
(3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning;	Yes	
(4) The educationally relevant medical findings, if any;	No	In files of students with a learning disability, relevant medical findings was consistently left blank. No information was recorded by the multidisciplinary team.
(5) Whether: (a) The child does not achieve adequately for the child's age or does not meet state-approved grade-level standards; and (b) The child does not make sufficient progress to meet age or state-approved grade-level standards; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards or intellectual development;	Yes	
(6) The determination of the group concerning the effects of a visual, hearing, or motor disability; cognitive disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level;	Yes	
(7) If the child has participated in a process that assesses the child's response to scientific, research-based intervention: (a) The instructional strategies used and the student-centered data collected; and (b) The documentation that the child's parents were notified about: (i) The state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; (ii) Strategies for increasing the child's rate of learning; and (iii) The parent's right to request an evaluation;	N/A	

(8) If using the discrepancy model, the group finds that the child has a severe discrepancy of 1.5 standard deviations between achievement and intellectual ability in one or more of the eligibility areas, the group shall consider regression to the mean in determining the discrepancy; and	Yes	
(9) If using the response to intervention model for eligibility determination, the group shall demonstrate that the child's performance is below the mean relative to age or state approved grade level standards.	N/A	
24:05:25:13. Group members to certify report in writing. Each group member shall certify in writing whether the report reflects the group member's conclusion. If it does not reflect the group member's conclusion, the group member must submit the conclusion in a separate statement.	Yes	
NO – Provide Improvement Plan Activities (Activities must be included if the district has been identified as having a disproportionate representation of minority students AND a practice has been identified as not occurring).		

Corrective Action: Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.	Timeline for Completion	Person(s) Responsible	(SEP Use Only) Date Met
Activity/Procedure: 24:05:25:12. Documentation of eligibility for specific learning disabilities (4) The district must provide training to all special education staff information for determining and using educationally relevant medical findings.	April 20, 2008	Special education staff	April 23, 2008
Data Collection: The district must submit to SEP an agenda, presenter(s), time date and list of all special education staff in attendance. The district will review the eligibility document in all files of students placed on an IEP between the dates January 3, 2008 and May 31, 2008 and submit a chart indicating the completion of the all relevant information on the form.	June 1, 2008		August 4, 2008

3 month Progress Report: Completed

6 month Progress Report: Completed in full.

9 month Progress Report:

